



R B STALL HIGH

7749 Pinehurst Street
North Charleston, South Carolina 29420

GRADES 9-12 High School

ENROLLMENT 977 Students

PRINCIPAL David Basile 843-764-2200

SUPERINTENDENT Dr. Maria Goodloe 843-937-6319

BOARD CHAIR Mr. Gregg Meyers 843-720-8714

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

UNSATISFACTORY

Absolute Ratings of High Schools with Students like Ours

| | | | | |
|-----------|------|---------|---------------|----------------|
| Excellent | Good | Average | Below Average | Unsatisfactory |
| 1 | 3 | 3 | 6 | 8 |

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

N/A

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|-------------|------------------------|---------------------------|---------------------------------|
| 2001 | Unsatisfactory | Unsatisfactory | N/A |
| 2002 | Below Average | Good | N/A |
| 2003 | Unsatisfactory | Below Average | N/A |
| 2004 | | | |

TENTH GRADE PASSAGE OF ONE OR MORE SUBTESTS OF THE EXIT EXAM

| | Our School | | | High Schools with Students Like Ours | | |
|------------------------------|-------------------|-------------|-------------|---|-------------|-------------|
| Percent | 2001 | 2002 | 2003 | 2001 | 2002 | 2003 |
| Passed all 3 subtests | 59.5 | 39.4 | 40.0 | 53.2 | 51.4 | 48.4 |
| Passed 2 subtests | 19.0 | 28.8 | 22.4 | 21.3 | 22.7 | 21.8 |
| Passed 1 subtest | 11.4 | 17.6 | 20.0 | 14.7 | 14.1 | 16.4 |
| Passed no subtests | 10.1 | 14.1 | 17.1 | 10.8 | 11.7 | 13.1 |

PERFORMANCE BY STUDENT GROUPS

| | Exit Exam Passage Rate by Spring 2003 | | Eligibility for LIFE Scholarships* | | Graduation Rate | |
|-------------------------------|--|----------|---|----------|------------------------|----------|
| | n | % | n | % | n | % |
| All Students | 126 | 92.1 | 127 | 3.1 | 178 | 46.1 |
| Gender | | | | | | |
| Male | 54 | 96.3 | 53 | 5.7 | 81 | 42.0 |
| Female | 72 | 88.9 | 74 | 1.4 | 97 | 49.5 |
| Race or Ethnic Group | | | | | | |
| African American | 79 | 88.6 | 86 | 2.3 | 126 | 38.1 |
| Hispanic | 2 | I/S | 2 | I/S | 1 | I/S |
| White | 44 | 97.7 | 39 | 5.1 | 50 | 66.0 |
| Other | 1 | I/S | 0 | N/A | 1 | I/S |
| Disability Status | | | | | | |
| Non-speech disabilities | 12 | 83.3 | 10 | 0.0 | 22 | 4.5 |
| Students without disabilities | 114 | 93.0 | 117 | 3.4 | 156 | 51.9 |
| Migrant Status | | | | | | |
| Migrant | N/A | N/A | 0 | N/A | 0 | N/A |
| Non-migrant | 126 | 92.1 | 127 | 3.1 | 0 | N/A |
| English Proficiency | | | | | | |
| Limited English proficient | N/A | N/A | 0 | N/A | 0 | N/A |
| Non-LEP | 125 | 92.0 | 127 | 3.1 | 177 | 46.3 |
| Lunch Status | | | | | | |
| Subsidized meals | 53 | 86.8 | 83 | 1.2 | 100 | 48.0 |
| Full-pay meals | 73 | 95.9 | 44 | 6.8 | 78 | 43.6 |

n = number of students on which percentage is calculated

ELIGIBILITY FOR LIFE SCHOLARSHIPS

| Percent of | Our School | High Schools with Students Like Ours |
|--|-------------------|---|
| Seniors eligible for LIFE Scholarships at four-year institutions* | 3.1 | 3.8 |
| Seniors who met the SAT requirement | 3.1 | 3.8 |
| Seniors who met the grade point average | 37.0 | 36.3 |

*Using only the SAT and grade point average requirements

SCHOOL PROFILE

| | Our School | Change from Last Year | High Schools with Students Like Ours | Median High School |
|---|------------|-----------------------|--------------------------------------|--------------------|
| Students (n= 977) | | | | |
| Retention rate | 14.0% | Down from 22.4% | 8.0% | 7.3% |
| Attendance rate | 92.3% | Down from 92.4% | 95.7% | 95.5% |
| Eligible for gifted and talented | 1.3% | Up from 0.4% | 3.0% | 5.1% |
| With disabilities other than speech | 11.3% | Down from 11.4% | 15.0% | 12.2% |
| Older than usual for grade | 56.3% | Up from 31.3% | 15.3% | 10.1% |
| Suspended or expelled | 3.2% | Down from 4.7% | 2.3% | 2.3% |
| Enrolled in AP/IB programs | 8.2% | N/A | N/A | 10.2% |
| Successful on AP/IB exams | N/A | N/A | N/A | N/A |
| Annual dropout rate | 5.1% | Down from 7.3% | 2.8% | 2.7% |
| Career/technology students in co-curricular organizations | 3.8% | Up from 2.9% | 2.1% | 3.2% |
| Enrollment in career/technology center courses | 536 | Down from 702 | 297 | 433 |
| Students participating in worked-based experiences | 18.8% | Down from 24.6% | 23.4% | 26.3% |
| Career/technology students mastering core competencies | 51.3% | Up from 50.4% | 72.1% | 74.9% |
| Career/technology completers placed | 100.0% | Up from 97.5% | 98.3% | 99.5% |

| | | | | |
|---------------------------------------|-----------|---------------------|-----------|-----------|
| Teachers (n= 64) | | | | |
| Teachers with advanced degrees | 45.3% | Up from 42.9% | 42.9% | 51.7% |
| Continuing contract teachers | 71.9% | Down from 74.3% | 78.3% | 81.8% |
| Highly qualified teachers | N/A | N/A | N/A | N/A |
| Teachers returning from previous year | 82.1% | Down from 87.3% | 82.1% | 85.1% |
| Teacher attendance rate | 94.9% | Up from 94.5% | 95.1% | 95.8% |
| Average teacher salary | \$39,201 | Up 0.4% | \$38,615 | \$40,303 |
| Prof. development days/teacher | 13.4 days | Down from 17.7 days | 11.4 days | 10.3 days |

| | | | | |
|------------------------------------|-----------|---------------------|-----------|-----------|
| School | | | | |
| Principal's years at school | 9.0 | Up from 7.0 | 2.0 | 3.0 |
| Student-teacher ratio | 24.0 to 1 | Down from 31.8 to 1 | 22.3 to 1 | 26.2 to 1 |
| Prime instructional time | 85.4% | No change | 88.6% | 90.1% |
| Dollars spent per pupil* | \$5,725 | Up 1013.8% | \$7,532 | \$6,279 |
| Percent spent on teacher salaries* | 62.9% | Down from 670.2% | 55.7% | 57.8% |
| Opportunities in the arts | Excellent | No change | Good | Excellent |
| Parents attending conferences | 99.0% | No change | 85.6% | 87.8% |
| SACS accreditation | yes | N/A | yes | yes |

* Prior year audited financial data are reported.

| | Our District | State |
|---|--------------|-------|
| Highly qualified teachers in low poverty schools | N/A | N/A |
| Highly qualified teachers in high poverty schools | N/A | N/A |

| Abbreviations for Missing Data | | | | | | | |
|--------------------------------|----------------|-----|---------------|-----|--------------|-----|---------------------|
| N/A | Not Applicable | N/C | Not Collected | N/R | Not Reported | I/S | Insufficient Sample |

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

There were many exciting opportunities and challenges for Stall students during the 2002-2003 school year. The administration, teachers, and staff at R.B. Stall High School continue to dedicate themselves to the success of all students. We appreciated the participation and interest of our parents in the academic and extra-curricular activities of our school. We will continue to encourage our parents to stay involved in their children's lives. The faculty and staff of R.B. Stall High School do their best every day to help our students meet challenges and take advantage of every opportunity!

We are very encouraged with the success of the new programs we have implemented at Stall High School to enhance student success. By reducing class size, moving to a traditional schedule with embedded blocks in math and English, providing a homework center and 9th grade tutoring with after-school transportation, updating our Media Center and providing additional opportunities for our staff to individualize instruction, Stall High School is offering a quality education program for our students.

The embedded blocks have allowed for remediation and the possibility of catching up. The homework center and 9th grade tutoring have provided additional support for students to be successful. ESOL students who are often unable to get help at home with their schoolwork due to the limited English proficiency of their parents are able to get assistance. The availability of a full time nurse has provided consistency in dealing with health issues and special student needs.

The Media Center has a renewed focus to seek to promote reading and literacy through practices designed to include updated and diverse material. The Media Center has provided training for the faculty on aspects of technology to increase the utilization of technological tools. Plato, STAR reading and math, and Accelerated Reader have been implemented to assist students in improving basic skills.

We have faced the challenges presented for us this year without hesitation and have done our best to make our school a better place in which to learn and work. We are looking forward to a rewarding school year in 2003-2004 as we move toward our goal of providing a school where all students can achieve academic success.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students | Parents |
|--|----------|----------|---------|
| Number of surveys returned | 39 | 93 | 0 |
| Percent satisfied with learning environment | 40.5% | 45.9% | N/R |
| Percent satisfied with social and physical environment | 46.2% | 49.4% | N/R |
| Percent satisfied with home-school relations | 5.3% | 59.0% | N/R |

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.